

APPENDICES

Appendix 1: Transliteration

The verse of the Qur'an	Translation	
	English	Indonesian
The Qur'an Surah Al-Isra verse 70	And indeed, We have glorified the children of Adam, We carried them on land and in the sea, We gave them sustenance from the good, and We made them superior with perfect advantages over most of the creatures We have created.	Dan sesungguhnya telah Kami muliakan anak-anak Adam, Kami angkut mereka di daratan dan di lautan, Kami beri mereka rezeki dari yang baik-baik dan Kami lebihkan mereka dengan kelebihan yang sempurna atas kebanyakan makhluk yang telah Kami ciptakan.

<p>The Qur'an Surah Ar-Rum verse 22</p>	<p>Among His signs are the creation of the heavens and the earth, the difference in language, and skin color. Verily, in that, there are signs for those who know.</p>	<p>Dan di antara tanda-tanda (kebesaran)-Nya ialah penciptaan langit dan bumi, perbedaan bahasamu dan warna kulitmu. Sungguh, pada yang demikian itu benar-benar terdapat tanda-tanda bagi orang-orang yang mengetahui</p>
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Appendix 2: Observation Sheet

“Observation Checklist of Students’ and Teacher Activities in Teaching Vocabulary using Word Square”

Day/Date : Thursday, January 12th, 2023
 Teacher Name : Nur Azmi Munawwarah
 School Name : MI Plus Darul Istiqamah Barabai
 Class/Semester : IV

No	Indicators	Qualification		Note
		Yes	No	
A.	Teaching and Learning Process			
1.	The teacher selectively prepares the topic.			
2.	The teacher explains the topic clearly.			
3.	The teacher dominates the class by giving vocabulary related to the topic.			
4.	The teacher uses media to deliver the material.			
5.	The teacher helps the students understand the topic.			
6.	The teacher observes the student’s response to the explanation given.			
7.	The students are active in learning vocabulary.			
B.	Word Square Implementation			
1.	The teacher explains Word Square clearly and easy to understand			
2.	The Word Square method helps students understand English Vocabulary easily.			

3.	The Word Square method makes students actively participate in class.			
4.	The teacher distributes the printed paper to the students.			
5.	The students answer the activity sheet.			
6.	Word Square trains students' accuracy.			
7.	The Word Square method trains students' vocabulary mastery.			
8.	The students have fun learning vocabulary using Word Square.			
9.	The teacher checks the students' answers.			
10.	The teacher gives a point to each student for the correct answer.			
11.	The teacher has difficulty when using the Word Square game.			
12.	The students are motivated to master English vocabulary using Word Square.			
13.	The students are easy to understand the material using the Word Square game.			

Appendix 3: Observation Result

“Observation Checklist of Students’ and Teacher Activities in Teaching Vocabulary using Word Square”

Day/Date : Thursday, January 12th, 2023
 Teacher Name : Nur Azmi Munawwarah
 School Name : MI Plus Darul Istiqamah Barabai
 Class/Semester : IV

No	Indicators	Qualification		Note
		Yes	No	
A.	Teaching and Learning Process			
1.	The teacher selectively prepares the topic.	✓		The teacher has chosen “The Living Room” topic.
2.	The teacher explains the topic clearly.	✓		
3.	The teacher dominates the class by giving vocabulary related to the topic.			
4.	The teacher uses media to deliver the material.		✗	The teacher only used the textbook.
5.	The teacher helps the students understand the topic.	✓		
6.	The teacher observes the student’s response to the explanation given.	✓		
7.	The students are active in learning vocabulary.	✓		
B.	Word Square Implementation			
1.	The teacher explains Word Square clearly, and it is easy to understand.	✓		

2.	The Word Square method helps students understand English Vocabulary easily.	✓		
3.	The Word Square method makes students actively participate in class.	✓		
4.	The teacher distributes the printed paper to the students.	✓		
5.	The students answer the activity sheet.			
6.	Word Square trains students' accuracy.	✓		
7.	The Word Square method trains students' vocabulary mastery.	✓		
8.	The students have fun learning vocabulary using Word Square.	✓		
9.	The teacher checks the students' answers.	✓		
10.	The teacher gives a point to each student for the correct answer.	✓		
11.	The teacher has difficulty when using the Word Square game.	✓		
12.	The students are motivated to master English vocabulary using Word Square.	✓		
13.	The students are easy to understand the material using the Word Square game.	✓		

Observation Result

“Observation Checklist of Students’ and Teacher Activities in Teaching Vocabulary using Word Square”

Day/Date : Thursday, January 19th, 2023
 Teacher Name : Nur Azmi Munawwarah
 School Name : MI Plus Darul Istiqamah Barabai
 Class/Semester : IV

No	Indicators	Qualification		Note
		Yes	No	
A.	Teaching and Learning Process			
1.	The teacher selectively prepares the topic.	✓		The teacher has chosen the “Gardening Tool” topic.
2.	The teacher explains the topic clearly.	✓		
3.	The teacher dominates the class by giving vocabulary related to the topic.	✓		
4.	The teacher uses media to deliver the material.		✗	The teacher only used the textbook.
5.	The teacher helps the students understand the topic.	✓		
6.	The teacher observes the student’s response to the explanation given.	✓		
7.	The students are active in learning vocabulary.	✓		
B.	Word Square Implementation			
1.	The teacher explains Word Square clearly and easy to understand		✗	The teacher no longer explains the steps for playing Word Square

				because the students already understand the steps.
2.	The Word Square method helps students understand English Vocabulary easily.	✓		
3.	The Word Square method makes students actively participate in class.	✓		
4.	The teacher distributes the printed paper to the students.	✓		
5.	The students answer the activity sheet.	✓		
6.	Word Square trains students' accuracy.	✓		
7.	The Word Square method trains students' vocabulary mastery.	✓		
8.	The students have fun learning vocabulary using Word Square.	✓		
9.	The teacher checks the students' answers.	✓		
10.	The teacher gives a point to each student for the correct answer.	✓		
11.	The teacher has difficulty when using the Word Square game.	✓		
12.	The students are motivated to master English vocabulary using Word Square.	✓		
13.	The students are easy to understand the material using the Word Square game.	✓		

Observation Result

“Observation Checklist of Students’ and Teacher Activities in Teaching Vocabulary using Word Square”

Day/Date : Thursday, January 26th, 2023
 Teacher Name : Nur Azmi Munawwarah
 School Name : MI Plus Darul Istiqamah Barabai
 Class/Semester : IV

No	Indicators	Qualification		Note
		Yes	No	
A.	Teaching and Learning Process			
1.	The teacher selectively prepares the topic.	✓		The teacher has chosen the “Gardening Tool” topic. She continued the topic as strengthening.
2.	The teacher explains the topic clearly.	✓		
3.	The teacher dominates the class by giving vocabulary related to the topic.	✓		
4.	The teacher uses media to deliver the material.		✗	The teacher only used the textbook.
5.	The teacher helps the students understand the topic.	✓		
6.	The teacher observes the student’s response to the explanation given.	✓		
7.	The students are active in learning vocabulary.	✓		
B.	Word Square Implementation			

1.	The teacher explains Word Square clearly and easy to understand		×	The teacher no longer explains the steps for playing Word Square because the students already understand the steps.
2.	The Word Square method helps students understand English Vocabulary easily.	✓		
3.	The Word Square method makes students actively participate in class.	✓		
4.	The teacher distributes the printed paper to the students.	✓		
5.	The students answer the activity sheet.	✓		
6.	Word Square trains students' accuracy.	✓		
7.	The Word Square method trains students' vocabulary mastery.	✓		
8.	The students have fun learning vocabulary using Word Square.	✓		
9.	The teacher checks the students' answers.	✓		
10.	The teacher gives a point to each student for the correct answer.	✓		
11.	The teacher has difficulty when using the Word Square game.	✓		
12.	The students are motivated to master English vocabulary using Word Square.	✓		
13.	The students are easy to understand the material using the Word Square game.	✓		

Appendix 4: Interview Guides

A. Interview Questions for English Teacher

1. Why did you choose the Word Square game for this learning? (*Kenapa anda memilih permainan Word Square untuk pembelajaran ini?*)
2. Do you think the Word Square game can offer a friendly classroom for teaching vocabulary? (*Menurut anda apakah permainan Word Square ini dapat menawarkan kelas yang ramah dalam pembelajaran kosakata?*)
3. Is it effective to use Word Square game to get young learners to focus on teaching vocabulary? (*Apakah efektif menggunakan permainan Word Square untuk membuat para pembelajar muda menjadi fokus dalam pengajaran kosakata?*)
4. Do you think this Word Square game can train students' retention of the vocabulary they have learned? (*Menurut anda, apakah permainan Word Square ini dapat melatih daya ingat para siswa mengenai kosakata yang telah mereka pelajari?*)
5. Does the learning process using Word Square game run appropriately based on your expectations? (*Apakah proses pembelajaran menggunakan permainan Word Square berjalan sesuai dengan ekspektasi/harapan anda?*)
6. How was your preparation before teaching English vocabulary using Word Square game? (*Bagaimana persiapan anda sebelum mulai mengajar kosakata bahasa Inggris menggunakan permainan Word Square?*)

7. Do you think Word Square game is necessary for your students in teaching English vocabulary? (*Menurut anda apakah permainan Word Square diperlukan untuk siswa anda dalam pengajaran kosa-kata bahasa Inggris?*)
8. What are the problems that arise when learning English vocabulary using the Word Square game? (*Apa saja permasalahan yang muncul saat belajar kosakata bahasa Inggris menggunakan game Word Square?*)
9. How do you deal with this problem? (*Bagaimana anda menghadapi masalah itu?*)
10. What advantages do you get in the process of teaching vocabulary using the Word Square game? (*Apa saja manfaat yang anda dapatkan dalam proses pembelajaran penguasaan kosakata menggunakan permainan Word Square ini?*)

Appendix 5: Interview Results

No	Question	Answer
1.	Why did you choose the Word Square game for this learning?	<i>Menurut saya permainan ini sangat menantang bagi para siswa akan tetapi sangat mudah diimplementasikan oleh para guru, karena itu saya memilih permainan ini</i>
2.	Do you think the Word Square game can offer a friendly classroom for teaching vocabulary?	<i>Menurut saya permainan ini bisa membuat para siswa menjadi lebih santai dalam belajar kosakata, selain itu dengan menggunakan sebuah permainan para siswa menjadi antusias dalam pembelajaran kosakata</i>
3.	Is using the Word Square game effective in getting young learners to focus on teaching vocabulary?	<i>Menurut saya pengimplementasian Permainan Word Square ini dapat membantu para siswa untuk lebih fokus dalam pengajaran kosakata, karena mereka akan fokus dalam menyelesaikan permainan Word Square ini sembari mengingat kosakata yang telah mereka pelajari</i>
4.	Do you think this Word Square game can train students' retention of the vocabulary they have learned?	<i>Iya, karena apabila mereka tidak bisa mengingat kembali kosakata yang telah diajarkan, mereka akan kesulitan dalam</i>

		<i>menyelesaikan permainan Word Square ini</i>
5.	Does the learning process use the Word Square game run appropriately based on your expectations?	<i>Alhamdulillah, permainan ini dapat berjalan melebihi ekspektasi saya, awalnya saya kira saya akan menghadapi banyak kendala dalam pengimplementasiannya, khususnya para siswa, awalnya saya takut permainan ini akan membosankan dan tidak akan berhasil, ternyata para siswa menerima permainan ini dengan baik dan hasil dari pengimplementasian permainan ini juga sangat memuaskan</i>
6.	How was your preparation before teaching English vocabulary using the Word Square game?	<i>Untuk persiapan permainan ini menurut saya sangat mudah dan tidak memerlukan waktu yang panjang dalam persiapannya. Saya hanya perlu menyiapkan materi pembelajaran kemudian digabungkan dengan permainan Word Square lalu saya tinggal mencetaknya pada kertas dan membagikannya kepada para siswa</i>
7.	Do you think the Word Square game is necessary for your students in teaching English vocabulary?	<i>Sangat diperlukan. Karena permainan ini sangat membantu</i>

		<i>saya dalam pengajaran kosakata untuk para siswa</i>
8.	What problems arise when learning English vocabulary using the Word Square game?	<i>Ada beberapa masalah yang terkadang timbul dalam proses pengimplementasian permainan Word Square, seperti adanya keributan yang terjadi diluar kelas yang bisa mengganggu konsentrasi para siswa dalam menyelesaikan permainan ini</i>
9.	How do you deal with this problem?	<i>Biasanya saya akan memindahkan mereka ke perpustakaan atau menyuruh para siswa dikelas lain untuk tidak menciptakan keributan selama proses pembelajaran</i>
10	What advantages do you get in teaching vocabulary using the Word Square game?	<i>Ada banyak sekali manfaat yang saya rasakan selama pengimplementasikan permainan Word Square ini seperti</i>

Appendix 6: Research Letter



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI ANTASARI BANJARMASIN
FAKULTAS TARBİYAH DAN KEGURUAN**

Jalan Jenderal Ahmad Yani Km. 4.5 Banjarmasin 70235
Telepon: (0511) 3262426; (0511) 6783136
E-mail: ftk@uin-antasari.ac.id Website: ftk.uin-antasari.ac.id

Nomor : B-310 /Un.14/III.1/PP.00.9/12/2022 28 Desember 2022
Sifat : Penting
Lampiran : 1 (Satu) Berkas
Hal : Mohon Izin Riset

Yth. Kepala MI Plus Darul Istiqamah Barabai
Kabupaten Hulu Sungai Tengah

Assalamu'alaikum Wr.Wb

Sehubungan rencana penelitian yang akan dilaksanakan oleh mahasiswa (i) dalam rangka penyusunan skripsi, maka dengan ini kami mohon izin serta bantuan Bapak/Ibu agar kiranya berkenan memberikan informasi/data yang diperlukan oleh :

Nama : Salmina
NIM : 190101030798
Program Studi : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Keguruan
Alamat : Jl. Berlian, Kel. Telaga Biru, RT.41 RW.003 No.83, Banjarmasin Barat
No HP : 082246494177

Demikian surat keterangan ini kami sampaikan, atas perhatian dan perkenan Bapak/Ibu serta kerjasamanya yang baik kami ucapkan terimakasih.
Wassalamu'alaikum Wr.Wb



Wakil Dekan Bidang Akademik dan
Kelembagaan,

Ahmad Muradi

Tembusan :
Dekan Fakultas Tarbiyah dan Keguruan

Appendix 7: Title Change Letter



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI ANTASARI
FAKULTAS TARBIYAH DAN KEGURUAN
PRODI TADRIS BAHASA INGGRIS
 Jalan Jenderal Ahmad Yani KM. 4,5 Banjarmasin Telepon (0511) 3253939 Faksimile (0511) 3274492
 Web: www.ftk.iain-antasari.ac.id

Nomor : B-290/Un.14/III.1.f/PP.00.9/04/2023
 Lamp : -
 Hal : Perubahan Judul Skripsi

Kepada Yth.
 Sdr (i) Salmina
 NIM. 190101030798
 Mahasiswa Jurusan TBI
 di Banjarmasin

Assalamu'alaikum. Wr. Wb.

Berdasarkan usulan dari Dosen Pembimbing Skripsi tentang perubahan Judul Skripsi, demikian pula setelah kami mengadakan penelitian dan peninjauan seperlunya terhadap Proposal Skripsi Sdr (i), dengan ini kami menyatakan dapat menyetujui judul skripsi Sdr (i) yang semula berbunyi:

**THE IMPLEMENTATION OF THE WORD SQUARE GAME IN MASTERING
 ENGLISH VOCABULARY FOR YOUNG LEARNERS**

Berubah menjadi:

**THE IMPLEMENTATION OF THE WORD SQUARE GAME IN TEACHING
 ENGLISH VOCABULARY FOR YOUNG LEARNERS**

Menunjuk:

1. Dra. Andi Irlina, M.Hum sebagai Dosen Pembimbing Konten dan Metodologi.
2. Yokke Andini, S.S, M.Pd. sebagai Dosen Pembimbing Bahasa dan Teknik Penulisan.

Demikian agar Sdr (i) segera menghubungi pembimbing untuk konsultasi selanjutnya.

Wassalamu'alaikum. Wr. Wb.

Banjarmasin, 05 April 2023
 Ketua,



Afifah Linda Sari

Appendix 8: Certificate of Seminar Proposal



**KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI ANTASARI
FAKULTAS TARBIYAH DAN KEGURUAN
PRODI TADRIS BAHASA INGGRIS**

Jalan Jenderal Ahmad Yani KM. 4,5 Banjarmasin Telepon (0511) 3253939 Faksimile (0511) 3274492
Web: www.ftk.iain-antasari.ac.id

SURAT KETERANGAN

Nomor: B-809/Un.14/III.1.f/PP.00.9/08/2022

Yang bertanda tangan di bawah ini, menerangkan bahwa:

Nama : Salmina
N I M : 190101030798
Jurusan/Prodi : Tadris Bahasa Inggris
Alamat : Jl. Berlian, Banjarmasin Barat

adalah benar telah melaksanakan Seminar Desain Operasional Skripsi yang berjudul:



**“The Implementation of The Scramble Method in Enhancing English Young
Learners’ Writing Skill”**

Pada Hari/Tanggal : Jum’at, 22 April 2022
Tempat : Google Meet

Demikian surat keterangan ini dibuat, untuk dipergunakan sebagaimana mestinya.

Banjarmasin, 30 Agustus 2022

Ketua,



Afifah Linda Sari

Appendix 9: Seminar Proposal Letter



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI ANTASARI
FAKULTAS TARBIYAH DAN KEGURUAN PRODI
TADRIS BAHASA INGGRIS
 Jalan Jenderal Ahmad Yani KM. 4,5 Banjarmasin 70235 Telepon (0511) 3253939 Faksimile (0511) 3274492
 Web: ftk.iain-antasari.ac.id

SEMINAR PROPOSAL SKRIPSI

Hari/Tanggal : Jum'at, 22 April 2022
 Judul Proposal Skripsi : The Implementation of The Scramble Method in
 Enhancing English Young Learners' Writing Skill
 Nama Penyaji/NIM : Salmina/190101030798
 Dosen pembimbing : Dra. Andi Irlina, M.Hum
 Yokke Andini, S.S., M.Pd
 Ruang Seminar : Google Meet
 Alamat Rumah : Jl. Berlian Kel. Telaga Biru RT/RW. 41/03 No. 83
 Banjarmasin Barat
 Penanggap Utama : Anissa Salsabilla
 Penanggap Umum : I. Nadya Febriana

Banjarmasin, 22 April 2022

Pembimbing,
 (Konten & Metodologi)

Dra. Andi Irlina, M.Hum
 NIP.196901122003122004

Pembimbing,
 (Bahasa & Teknik Penulisan)

Yokke Andini, S.S., M.Pd
 NIP.201701038

Moderator,

Russilawati, S.Pd
 NIP.

Catatan:

1. Blangko ditanda tangani oleh Pembimbing dan Moderator sewaktu kegiatan seminar dilaksanakan.
2. Blanko ini segera diserahkan ke **Prodi** setelah kegiatan seminar dilaksanakan.




Appendix 10: Thesis Consultation Note





CONSULTATION NOTES

ADVISOR OF CONTENT AND RESEARCH METHOD

NAME OF ADVISOR: Dra. ANDI IRLINA, M. Hum

DATES	NOTES	SIGNATURE
November 17 th , 2022	<ul style="list-style-type: none"> - Pay attention to the use of the words "in" and "For" - Research question number two must refer to the title - Clarify all keyword definitions - Clarify about Word Square - Clarify Word Square steps - Clarify participants - Clarify in the observation section, what you want to look for - Clarify Data Analysis steps 	
November 25 th , 2022	<ul style="list-style-type: none"> - Correct the grammar in research question number 1 - Pay attention to the writing in the definition section - More clarified about Word Square theory 	
December 07 th , 2022	<ul style="list-style-type: none"> - Research question number 2 is replaced 	

	<p>with questions related to vocabulary mastery</p> <ul style="list-style-type: none"> - Clarify the definitions key term of the Word Square - Do not use student perceptions - Word Square game theory and steps are further explained 	
<p>March 02th, 2023</p>	<ul style="list-style-type: none"> - Explanation of implementation of Word Square tailored to the question - Adjusted to the steps that the teacher does - Do not use the word "Conclude that.." - Do not use "she said that..." - In the discussion section match the theory - Compare the theory with the findings in the discussion section - In the conclusion section, briefly explain the findings of the research question - Give reasons indicating positive perceptions 	



	<p>with questions related to vocabulary mastery</p> <ul style="list-style-type: none"> - Clarify the definitions key term of the Word Square - Do not use student perceptions - Word Square game theory and steps are further explained 	
<p>March 02th, 2023</p>	<ul style="list-style-type: none"> - Explanation of implementation of Word Square tailored to the question - Adjusted to the steps that the teacher does - Do not use the word "Conclude that.." - Do not use "she said that..." - In the discussion section match the theory - Compare the theory with the findings in the discussion section - In the conclusion section, briefly explain the findings of the research question - Give reasons indicating positive perceptions 	





CONSULTATION NOTES

ADVISOR OF LANGUAGE AND WRITING TECHNIQUE

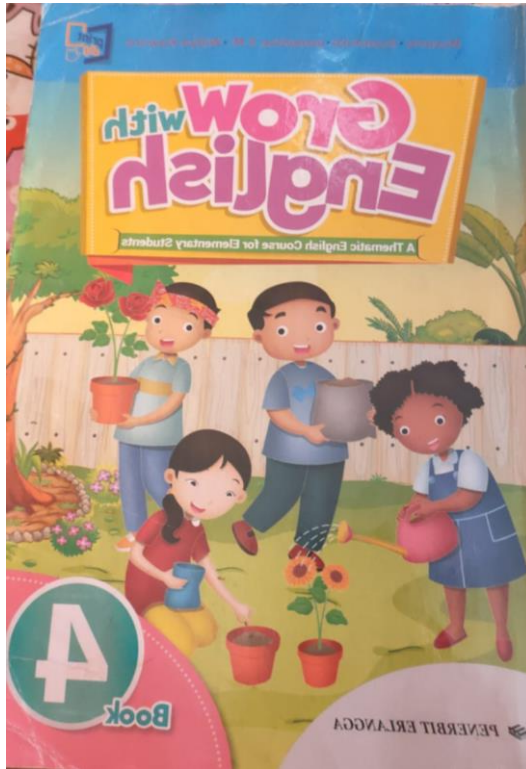
NAME OF ADVISOR: YOKKE ANDINI, S, S., M.Pd

DATES	NOTES	SIGNATURE
November 24 th , 2022	<ul style="list-style-type: none"> - Pay attention to the writing font - Pay attention to the location of the page numbering - Be clear about research questions 1 and 2 - Be clear about student perceptions - The theory is more clarified - Fix the writing sub chapters - Search about primary and secondary data - Describe the steps of data collection - Explain in more detail about data analysis - Use "References" instead of "Bibliography" - Use APA 7th style 	
March 08 th , 2023	<ul style="list-style-type: none"> - The cover section should not use the proposal format - Pay attention to the size of the logo - Pay attention to the spacing of the title and 	

	<p>the name of the institution</p> <ul style="list-style-type: none"> - Pay attention to the writing of quotations from the verses of the Qur'an - Pay attention to the writing of quotes, interpretations and translations - Pay attention to the tenses used - Opinion theory using Simple present - Results of data interpretation using Past tense 	
<p>March 14th, 2023</p>	<ul style="list-style-type: none"> - Put limits on the vocabulary taught by the teacher in the implementation of the Word Square game - Pay attention to the use of capitalization - Reduce the use of pointers - Pay attention to the size of the margins 	

	<ul style="list-style-type: none">- Explain how the participants are determined- Clarify the use of direct and indirect quotations	
April 04th, 2023	<ul style="list-style-type: none">- Pay attention to page numbering- Pay attention to the size of the logo- Pay more attention to writing errors or typos- The word "What" in question number 2 is changed to "How"- In the theory section ranging from general to specific- Add the previous studies again- Two-line titles are edited more closely	

Appendix 11: Teacher's Textbook



Grow with English 4

M Look and circle.

1

2

3

4

G	R	A	S	S	H	O	P	P	E	R	A	T	K
U	P	U	U	O	N	Y	A	H	A	R	A	R	P
P	O	T	N	I	A	N	B	U	K	U	A	O	N
S	I	L	F	L	E	A	S	E	H	I	E	N	
U	K	E	L	R	A	S	S	E	E	I	S	L	A
N	G	G	O	A	A	K	L	A	D	Y	B	U	G
F	M	E	M	E	N	L	L	A	S	H	A	N	K
L	U	H	I	K	E	B	U	T	S	H	A	N	K
O	B	U	T	T	E	R	F	L	Y	E	L	U	A
W	R	G	W	A	T	E	R	V	N	G	C	U	N
E	M	E	M	B	E	L	I	K	A	N	T	A	N
R	A	H	L	U	S	P	O	L	B	R	O	O	M

5

6

7

8

9

Teacher

- Points to every picture and asks, "What are they? A pot, a butterfly . . ."
- Points to picture of the pot and says, "Pot. Let's find the word here." (Moves a finger around the box with letters.)
- Moves a finger around the word "pot" and asks, "Is this the word 'pot'?"
- Confirms and gives instructions, "Right. Now circle the word like this (tracing a finger along the dotted line)! Get your balloons and trace the word!"
- Points to the pictures and says, "Now find the words for all the pictures here!" (Moves a finger from each picture to the rows of letters.)

Students

- Answer the question, "A pot, a butterfly, leaves, soil, a grasshopper, a broom, a shovel, a ladybug and seeds."
- Answer, "Yes."
- Trace the dotted line.
- Find the words.

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CURRICULUM VITAE

I. Personal Detail

Full Name : Salmina
SRN : 190101030798
Place and Date of Birth : Hamarung, August 21st, 2001
Gender : Female
Marital Status : Single
Religion : Islam
Nationality : Indonesia
Address : Desa Hamarung RT.02 No.66, Balangan
Parents : Yansyah and Mila Wati
Siblings : Siti Aulia
Phone Number : 082246494177
Email Address : Slmiiinaaaa@gmail.com

II. Formal Education Background

2005 – 2007 : Mawar Kindergarten
2007 – 2013 : State Elementary School of Hamarung 2
2013 – 2016 : Private Islamic Junior High School of
Darul Istiqamah Boarding School of Girls
Barabai
2016 – 2019 : Private Vocational High School of Darul
Istiqamah Boarding School of Girls Barabai
2019 – 2023 : English Education Department of UIN
Antasari State Islamic University
Banjarmasin

III. Organization Experience

2013 – 2016 : Member of Aishy 06 Scout Team of Darul
Istiqamah for Girls barabai
2017 – 2018 : Scout Supervisor (Bina Damping) for
Aishy S06 Scout Team of Darul Istiqamah
for Girls Barabai

2018 – 2019 : Member of Language Section Darul
Istiqamah Boarding School of Girls
Barabai

2019 – 2023 : The Executive of LiDS Educia